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The purpose of this conference working paper is to provide conferees and others with a draft document to be examined and to elicit constructive suggestions for the preparation of a final draft for recommendation to the U.S. Office of Education. The final draft will be field tested by New Jersey Title III environmental and outdoor education projects and by several projects in other states. This plan for self-evaluation is based on a systems analysis approach and was developed at a series of meetings held between October, 1967, and March, 1968. Four categories provide the basis for evaluation: planning and design: content: operation: and productivity. Self-scoring procedures are included. (JH)

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NATIONAL CONFERENCE ON ENVIRONMENTAL EDUCATION

SKYLANDS MANOR, RINGWOOD, NEW JERSEY

May 19-22, 1968

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CONFERENCE WORKING PAPER

EVALUATION FOR ENVIRONMENTAL EDUCATION

(A Systems Analysis Approach for Self-Evaluation)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE NEW JERSEY STATE COUNCIL FOR ENVIRONMENTAL EDUCATION

RC002787

The New Jersey State Council For Environmental Education

Project Staff:
Dr. Edward J. Ambry.....Director
Mr. David Healy...Associate Director
Dr. V. Eugene Vivian.....Consultant

Newark, New Jersey
Board of Education
E.S.E.A. Title III
Project # 67-4049

PURPOSES:

1. Develop Evaluation instrument
2. Inventory all environmental and outdoor education programs and sites in New Jersey
3. Assess existing Title III environmental and outdoor education projects in New Jersey
4. Determine environmental education services available to inner-city youth and make recommendations for additional involvement
5. Increase public awareness of the values inherent in environmental and outdoor education
6. Develop a master plan for environmental and outdoor education for the State of New Jersey

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EVALUATION FOR ENVIRONMENTAL EDUCATION

(a systems analysis approach for self-evaluation)

Committee for Development of Evaluation Instrument:

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CONFERENCE WORKING PAPER

PURPOSE:

To provide conferees and others with a draft document to be examined and to elicit constructive suggestions for the preparation of a final draft for recommendation to the U.S. Office of Education.

USE:

The final draft will be field tested by New Jersey Title III environmental and outdoor education projects and by several projects in other states.

DESCRIPTION:

This plan for self-evaluation was developed by the committee at a series of meetings held between October, 1967 and March, 1968. It is based on a *"systems analysis"* approach and draws heavily upon suggestions made in a paper prepared by Daniel L. Stufflebeam, Ohio State University, entitled: "The Use and Abuse of Evaluation in Title III," delivered at the National Seminar on Innovation, sponsored by the Kettering Foundation and the U.S. Office of Education in July, 1967.

A series of questions has been formulated which will help a project director and his staff to evaluate their efforts at various stages of the project operation.

THE FOLLOWING DEFINITIONS ARE BASIC IN THE DESIGN:

CONTEXT:

(Objectives) - These are the goals (broad and specific) that were set for the project on the basis of the determination of needs.

INPUT:

(Resources) - These are the ingredients of the project that make it work, including money, time, facilities, natural resources, materials, equipment and personnel.

PROCESS:

(Program) - This is the operational plan or procedure that is used, utilizing the "input", and describes the primary activities of the project.

Persons using this instrument will find it necessary to read an entire page before answering the questions. Those questions with the same numerical heading, i.e., 1 - follow to the right across the page, from the C-context column through the I-input and P-process columns to the O-outcomes column. When there is more than one related question in any of these columns, then each of these questions is designated by a letter, i.e., 1 (a). All of the questions listed below a standard are intended to afford some measure of that standard.

SCORING THE EVALUATION ITEMS

The self-rating score is based on a 0-10 scale. The project director and staff should consider the standard, and after answering the questions, should determine the extent to which the project is meeting the standards.

A score of 0-3 indicates that the standard is not being met, or being met to an insignificant degree.

A score of 4-6 indicates that the standard is being satisfied approximately half the time, or in about half of the instances.

A score of 7-10 indicates that the standard is being achieved or is being satisfied most of the time.

Evaluation of the complete operation of a Title III project should afford the director and staff a better opportunity to assess decisions made, as well as future decisions. This should favorably influence the degree of success achieved in reaching stated or modified goals for the project.

SUGGESTIONS FOR THE IMPROVEMENT OF THIS INSTRUMENT ARE BEING SOUGHT AND WILL BE INCORPORATED IN THE FINAL DRAFT.

CATEGORIES FOR CONFERENCE WORKING PAPER ON EVALUATION FOR ENVIRONMENTAL EDUCATION

A. PLANNING & DESIGN

1. Origination of the Idea
2. Pre-planning
3. Identification of Needs
4. Philosophy
5. Community Involvement
6. Outside Involvement
7. Resource Identification
8. Design Production
9. Financing
10. Priorities

B. CONTENT

1. Goals and Objectives
2. Curriculum
3. Faculty & Staff Activities
4. Student Involvement
5. In-service Preparation
6. Resource Utilization
7. Material & Equipment Utilization

C. OPERATION

1. Organizational Pattern
2. Personnel
3. Facilities
4. Materials & Equipment
5. Budget
6. Student Participation
7. Scheduling
8. Dissemination
9. Record Maintenance

D. PRODUCTIVITY

1. Fiscal Policies
2. Personnel Evaluation
3. (a-1) Personnel Growths & Attitudes Project Personnel
   (a-2) Personnel Growths & Attitudes LEA Personnel
   (b-1) Project Personnel Growth - Skills
   (b-2) LEA Personnel Growth - Skills
   (c-1) Success in Role - Project Personnel
   (c-2) Success in Role - LEA Personnel
4. (a) Student Changes in Attitudes
   (b) Student Changes in Behavior
   (c) Student Changes in Knowledge
5. Program Effectiveness
6. Effect in School District

STATISTICAL SUMMARY FOR CONFERENCE WORKING PAPER ON EVALUATION FOR ENVIRONMENTAL EDUCATION

Project Title: _____ *USOE #* _____

Address: _____ *Phone* _____

_____ ZIP # _____

Director's Name _____

Total population of area served: _____

Population characteristics of area served:

Inner-City % _____
Urban % _____
Rural % _____

Service coverage in square miles: _____

Economic characteristics of area served:

Agricultural % _____
Industrial % _____
Business % _____
Other % _____

Number of School Districts (LEA's) being served: _____

Total student population of school districts (LEA's) being served: _____

Student characteristics of school districts (LEA's) being served:

Inner-City % _____
Urban % _____
Rural % _____
Public % _____
Non-Public % _____

Current expenses for education per student (ADE) in school districts (LEA's) being served: approximately $ _____

Total project budget (except capital outlay) divided by number of pupils served: $ _____

Number of students being served by project (yearly) _____

Characteristics of students being served by project:

Inner-City % _____
Urban % _____
Rural % _____
Public % _____
Non-Public % _____

Number of students still in need of service: _____

Characteristics of students still in need of service:

Inner-City % _____
Urban % _____
Rural % _____
Public % _____
Non-Public % _____

(Cont'd)

Are similar programs in operation within area served?

Do existing programs in area conflict in any way?

What curriculum or special education areas are covered in project? (List)

Are Field Experiences (out of school) presently part of the school program? (Describe)

In what ways does the community to be served have particular need for the project? (Explain)

Why is this project of special potential value for the community to be served? (Describe)

A-1 STANDARD: Origination of the Idea

Sources of ideas for initiating innovative projects should be identified and assessed for feasibility and potential educational advantages.

Self-rating Score_____

C	I	P	O
a. Were new ideas for prospective programs encouraged? ___Yes ___No ____ Neither	a. Were new ideas actually presented by various staff members? _____ Never _____ Occasionally _____ Often	a. Who presented the idea which became the basis for this proposal? (Give position or title of person)	a. Was the originator of the idea further involved in developing it into an acceptable proposal in the LEA? ___Yes ___No
		b. What was the original stimulus for this proposal?	b. How readily was the proposal accepted by the decision-maker in the LEA? ___ Readily ___ With Hesitation ___ After much Deliberation
		c. How long was this proposal considered before it was actually presented to the assessing agent in the LEA?	c. Who made the final determination on the feasibility of the proposal in the LEA? (Give position or title of person)
			d. Was the availability of Federal funds a major factor in the acceptance of this proposal in the LEA? ___Yes ___No

A-2 STANDARD: Pre-Planning

Acceptable ideas should be reviewed by knowledgeable persons in order to develop and expand them into an educationally sound proposal.

Self-rating Score_____

C	I	P	O
a. Were procedures established to allow for a knowledgeable review and expansion of the original idea? ___Yes ___No	a. Were acceptable new ideas actually reviewed to formulate them into an educationally sound proposal? ___Yes ___No	a. Who performed this review? (Give position or title of person)	a.(1) Did this review result in modifications to the original proposal? ___Yes ___No a.(2) If so, to what degree? (Give brief explanation)

A-3 STANDARD: Identification of Needs

In order to facilitate the planning for projects involving behavioral changes in people as well as increasing their knowledge and skills, the needs of the people to be served should be identified.

Self-rating Score_____

C

a. Were the needs of these groups considered?
(Check those that apply)

	Yes	No	N/A
Community			
School District			
Children			
Teachers			
Parents			
Other			

b. Were the following types of needs considered?

	Yes	No	N/A
Curricular			
Economic			
Social			
Emotional			
Other			

I

a.(1) Were the needs of these groups actually applied in planning?

	Yes	No	N/A
Community			
School District			
Children			
Teachers			
Parents			
Other			

a.(2) What were the needs?

b. Were the following types of needs actually applied in planning?

	Yes	No	N/A
Curricular			
Economic			
Social			
Emotional			
Other			

P

a. How did you meet these needs in general terms utilizing primary involvement?
(i.e., Plan for types of experiences--Explain.)

O

a.(1) What resulted to the proposal as a means of fulfilling these needs?

a.(2) What needs did you meet in general terms? (Specify)

a.(3) What criteria did you use for selecting specific needs?
(Give brief explanation)

A-4 STANDARD: Philosophy

The philosophy of the proposal should reflect the recognized needs and the educational philosophy of the school district.

Self-rating Score _____

C	I	P	O
a. Were the previously established needs considered in determining the proposal's general philosophy? ____Yes ____No ____No needs established	a. Does the proposal's philosophy reflect the established needs? ____Yes ____No ____No needs established	a. List the needs which are reflected in the philosophy.	a. State your proposal's general philosophy.
b. Was the educational philosophy of the school district considered in planning this proposal? ___Yes ___No	b. Does the proposal's philosophy reflect the school district's educational philosophy? ___Yes ___No	b. What process was utilized as an approach to building the proposal's philosophy around the school district's philosophy?	

A-5 STANDARD: Community Involvement

The broadest possible cross-section of community representation is desirable for initial and continuing planning of the proposal.

Self-rating Score_____

C

a. Were various community based groups considered for involvement in the planning?
(Check all that apply)

	Yes	No	N/A
Lay Groups			
In Community Consultants			
Non-Public School Pers.			
Local Industry			
Public School Pers.			
Other			

I

a. Were they actually involved in the planning?
(Check all that apply)

	Yes	No	N/A
Lay Groups			
In Community Consultants			
Non-Public School Pers.			
Local Industry			
Public School Pers.			
Other			

P

a. How were these various groups involved?

O

a.(1) What positive contributions were made by these groups?

a.(2) Which group made meaningful contributions?
(Check all that apply)

Lay Groups _____
In Community Consultants _____
Non-Public School Pers. _____
Local Industry _____
Public School Pers. _____
Other _____

A-6 STANDARD: Outside Involvement

All pertinent and up-to-date knowledge available from sources outside the community should be considered in planning the proposal.

Self-rating Score_____

C

a. Were various outside specialists consulted in planning the proposal?
(Check all that apply)

	Yes	No	N/A
Other Project Directors			
State Dept. of Ed. Personnel			
Outside Consultants			
Labor and Industry Reps.			
College & Univ. Personnel			
Published Research			
Other			

I

a. Were outside specialists actually involved in helping to plan the proposal?
(Check all that apply)

	Yes	No	N/A
Other Project Directors			
State Dept. of Ed. Personnel			
Outside Consultants			
Labor and Industry Reps.			
College & Univ. Personnel			
Published Research			
Other			

P

a. How were the services of these outside specialists utilized in planning the proposal?

O

a. What specific contributions to proposal planning resulted through the use of outside specialists?

A-7 STANDARD: Resource Identification

To determine the limitations, capabilities and potential of the program, all currently available and anticipated resources should be identified and classified.

Self-rating Score_____

C

a. Was the importance of resource identification and classification considered in planning the proposal?
(Check all that apply)

	Yes	No
Personnel:		
Specialists	—	—
Consultants	—	—
Other	—	—
Site:		
Natural	—	—
Buildings	—	—
Other	—	—
Information:		
Library	—	—
Other	—	—

I

a. Were available resources identified and classified according to some realistic measure of relativity to the proposal?

___Yes ___No

P

a.(1) How did proposal planning relate to the utilization of available and anticipated resources?

a.(2) What limitations were set on proposal planning by a lack of resources?

O

a. How did the final proposal reflect an understanding of program limitations, in the light of available and anticipated resources, capabilities and potential?

A-8 STANDARD: Design Production

The appropriate proposal design can be developed best by blending all of the previously gathered information and material into a workable plan for meeting the general philosophy of the proposal

Self-rating Score_____

C	I	P	O
a. Were goals and objectives developed which were in keeping with the general philosophy and needs as previously established? ___Yes ___No	a. Was a realistic approach for achieving these goals and objectives designed within the framework of available and anticipated resources? ___Yes ___No	a. To what extent does the design reflect the general philosophy of the proposal? 80 to 100% _____ 50 to 80% _____ 30 to 50% _____ less than 30% _____ not at all _____	a. Was the proposal design sufficient? ___Yes ___No List any obvious shortcomings or overemphasis in the design relative to general philosophy.

A-9 STANDARD: Financing

The financial feasibility of the proposal can be determined only after a preliminary budget has been prepared, which shows all anticipated expenditures and identifies all potential sources of funds.

Self-rating Score_____

C	I	P	O
a. Was the necessity of having a complete preliminary budget prior to making final dispositions and assignment of priorities realized? ___Yes ___No	a. Was a preliminary budget prepared? ___Yes ___No Did it show all anticipated sources of funds? ___Yes ___No Did it provide a complete overview of anticipated expenditures? ___Yes ___No	a. Attach a copy of the preliminary budget. (Give a brief explanation of any unusual items)	a.(1) What revisions were required in the preliminary budget as the proposal became operational? (Attach a copy of the final budget) a.(2) Briefly explain any changes of 20% or more.

A-10 STANDARD: Priorities

The implementation of an effective proposal and the efficient use of finances requires that priorities be determined and assigned in the planning stages of the proposal.

Self-rating Score_____

C

a. Was consideration given to the establishment of proposal priorities based on:

	Yes	No	N/A
Financial structure			
Educational needs			
Other needs			

I

a.(1) Were actual priorities established in view of:

	Yes	No	N/A
Financial structure			
Educational needs			
Other needs			

a.(2) List the priorities below:

P

a.(1) How were priorities determined?

a.(2) Who made the final determination on priorities? (Give title or position)

O

a.(1) Were these priorities realistic in terms of the actual proposal?

_____Yes

_____No

_____None assigned

a.(2) What changes would you (or did you) make in your listing of priorities as a result of project operation to date?

B-1 STANDARD: Goals and Objectives

The project should establish goals and objectives which are consistent with the broad philosophy and objectives of the local education agency(ies) involved, and they should be stated in measurable terms.

Self-rating Score_____

C	I	P	O
a. Have goals and objectives for the project been established and stated in measurable terms? ___Yes ___No	a. Are specific objectives formulated for each facet of the project? ___Yes ___No	a. Is there a plan for the systematic review and revision of objectives? ___Yes ___No	a. Is data available to support claims of movement toward objectives? ___Yes ___No
b. Are the objectives consistent with the philosophy of the LEA? ___Yes ___No	b.(1) If yes, are specific objectives formulated, consistent with specific objectives of each curriculum area? ___Yes ___No	b.(1) If yes, is there a plan for the systematic review and revision of these objectives? ___Yes ___No	b.(1) Did the LEA philosophy affect the formation of the project philosophy? ___Yes ___No
	b.(2) If no, what is the basis of the project philosophy in the formulation of specific objectives?	b.(2) If no, can the inconsistencies between objectives be compensated for, to allow the project to operate? ___Yes ___No	b.(2) Did the project philosophy affect the LEA philosophy? ___Yes ___No

B-2 STANDARD: Curriculum

Realistic goals and objectives representing a unique complement or supplement to those already established by the participating local education agency(ies) should be developed for the project.

Self-rating Score_____

C	I	P	O
a. Was the existing school curriculum material reviewed in developing project curriculum? ___Yes ___No	a.(1) If yes, does new material supplement established curriculum, or does it expand curriculum into additional areas? _____supplement _____expand _____both a.(2) If no, what was the basis for the project curriculum?	a.(1) Is there provision or plan for the gradual instroduction of the innovative changes of this project into the curriculum? ___Yes ___No	a.(1) Were the innovative changes incorporated into existing curriculum? ___Yes ___No To what extent? (State as a percentage) _____%

B-3 STANDARD: Faculty and Staff Activities

The faculty and staff roles for performing their curricular tasks should be clearly defined.

Self-rating Score_____

C	I	P	O
a. Has staff been selected on the basis of curricular needs? ___Yes ___No	a. Are staff assignments and responsibilities clearly defined within curriculum areas? ___Yes ___No	a. Is there a systematic plan for assessing staff effectiveness in terms of curriculum need? ___Yes ___No	a. Is the staff effective in terms of curriculum needs? ___Yes ___No
b.(1) Is there versaltility in staff capabilities regarding project curriculum? ___Yes ___No	b. Are staff members restricted in terms of subject material they can teach, or are their project capabilities versatile? _____restricted _____versatile	b. Is there a plan for using individual abilities of staff for the benefit of the project? ___Yes ___No	b. Is the use of the staff effective in terms of curricular needs? ___Yes ___No
b.(2) Is there flexibility in staff approach re: project activities? ___Yes ___No			

B-4 STANDARD: Students

A plan for student involvement in the project activities should be established.

Self-rating Score_____

C

a. Was provision made for student planning of total project activities?

___Yes ___No

I

a.(1) Are students involved in planning the project's activities?

___Yes ___No

a.(2) If no, stop here and go on to Standard B-5

P

a. How are they involved? (Percentage of project planned by students)

Content _____%
Student role _____%
Pre-activity plan _____%
Post-activity plan _____%
Evaluation plan _____%
Leader role _____%
_____ _____%
Other (name)

O

a.(1) Does actual project activity show positive evidence of planning?

___Yes ___No

a.(2) Is there a change from the amount of previous student planning activity?

___Yes ___No

_____less activity
_____more activity
_____no change

a.(3) Is there a greater amount of student involvement in the project now than when the project started?

___Yes ___No

a.(4) What effect has this student involvement had on student activity in the continued planning of the project? _____increase
_____decrease
_____no change

the rest of the school curriculum? _____increase
_____decrease
_____no change

B-5 STANDARD: In-Service Preparation

A program of in-service preparation for classroom teachers providing for acquisition of new understandings, perceptions, skills and techniques required in the project should be developed and established.

Self-rating Score_____

C

a.(1) Has an in-service program been developed?

___Yes ___No

a.(2) If yes, check those areas that are applicable:

Skills ____

Methods (list)

_____

_____

_____

Research ____

Concepts ____

Content (list)

_____

_____

_____

Teaching aids or materials ____

Personal growth and understanding ____

Other

_____

_____

a.(3) If no, go on to Standard B-6

I

a.(1) Is in-service training an established and continuing facet of the project?

___Yes ___No

Type of Program:
(Check all that apply)

College credit ____
Salary credit ____
Voluntary ____
Required ____
Free time ____
School time ____
Stipend ____
No stipend ____
Summer ____
Special course by outside agency ____
Other (specify) ____

a.(2) Expenses borne by:

Project ____
LEA(s) ____
Teachers ____
Other (specify) ____

P

a.(1) How is the in-service training implemented?
(Check all that apply)

Class of students with teachers ____
Lecture ____
Demonstration ____
Skill practice using children ____
Method practice using children ____
Teachers alone ____
Seminars ____

a.(2) The in-service training is led by?
(Check all that apply)

Project staff ____
Consultant ____
School personnel ____
Other (specify) ____

O

a.(1) Is the in-service training program effective in terms of the total project?

___Yes ___No

a.(2) Were teacher skills and learnings developed in the in-service program utilized in project activities?

___Yes ___No

a.(3) How? (Check all that apply)

Leadership in activities ____
Communication with staff ____
Improved technique ____
Improved teacher effectiveness ____
with students ____
with other teachers ____
Assists project staff ____
Develops own materials ____
Other (specify) ____

B-6 STANDARD: Resource Utilization

Resources for carrying out the project should be continually inventoried and their utilization evaluated on a continuing pattern.

Self-rating Score_____/

C

a. Were the following kinds of resources inventoried for use in the project?

	Yes	No
Personnel:		
Specialists	___	___
Consultants	___	___
Other	___	___
Site:		
Natural	___	___
Buildings	___	___
Other	___	___
Information:		
Library	___	___
Other	___	___

I

a.(1) Are up-to-date records kept on all resource use?

___Yes ___No

a.(2) Were additional resources needed and secured?

___Yes ___No

a.(3) Is there a plan for the evaluation of resources?

___Yes ___No

P

a.(1) Are resource inventories and evaluations available for:

Program planning _____
Teacher use _____
Student use _____
Public use _____
_____ (Other) _____

a.(2) How is the information disseminated?

Resource guides (teachers) _____
Library _____
Publications _____
_____ (Other) _____

O

a. Were resource inventories and evaluations effectively used?

___Yes ___No

By whom?

Teachers _____
Students _____
Project staff _____
Evaluators _____
Specialists _____
_____ (Other) _____
_____ (Other) _____
_____ (Other) _____

B-7 STANDARD: Materials and Equipment

Materials and equipment needed for carrying out the project should be continually inventoried and their utilization evaluated on a continuing pattern.

Self-rating Score_____

C

a. Were the following kinds of materials and equipment inventoried for use in the project?

	Yes	No
Transportation	___	___
Science	___	___
Field math	___	___
Camping	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___

I

a.(1) Are up-to-date records kept on all materials and equipment?

___Yes ___No

a.(2) Is there a plan for the evaluation of materials and equipment?

___Yes ___No

a.(3) Is there a preventive maintenance program set up for equipment?

___Yes ___No

P

a.(1) Are materials and equipment inventories and evaluations available for:

- Program planning _____
- Teacher use _____
- Student use _____
- Public use _____
- Other (specify) _____

a.(2) How is this information disseminated?

- Materials and Equipment Guides (teachers) _____
- Library _____
- Publications _____
- Others (specify) _____

O

a. Were materials and equipment inventories and evaluations effectively used?

___Yes ___No

By whom?

- Teachers _____
- Students _____
- Project staff _____
- Evaluators _____
- Specialists _____
- Others (specify) _____

C-1 STANDARD: Organizational Pattern

An organizational pattern with clear-cut lines of responsibility is essential to an efficiently operating project.

Self-rating Score_____

C	I	P	O
a.(1) Did the original proposal provide for a plan of structural organization for the project? ___Yes ___No	a. Was the organizational plan implemented? ___Yes ___No	a. Describe how the organizational plan was implemented.	a. Was the original organizational plan effective? ___Yes ___No
a.(2) If no, was an organizational plan developed later? ___Yes ___No Date of project inception _____ Date organizational plan was developed _____			
b. Was either the original organizational plan or the one developed after the project began, modified? ___Yes ___No	b. Who modified the organizational plan? Project director ____ Project staff ____ Other ____	b. What criteria were employed for modifying the organizational plan?	b. Was the modified organizational plan judged to be effective? ___Yes ___No (Attach a copy of your organizational chart)

C-2 STANDARD: Personnel

A. All personnel involved should be assigned clearly defined responsibilities.

Self-rating Score_____

C	I	P	O
a. Did your project proposal contain clearly defined areas of responsibility? ___Yes ___No	a. If no, when were project responsibilities and personnel coordinated to their proper positions? ___ planning phase ___ early operational phase ___ late operational phase ___ not at all	a. Is there constant assessment of personnel in terms of areas of responsibility? ___Yes ___No	a. Are all project responsibilities being met? ___Yes ___No ___Unknown

B. Personnel should be chosen and appointed on the basis of their individual capabilities for fulfilling specific staff positions.

Self-rating Score_____

a. Were personnel chosen on the basis of individual capabilities for specific staff positions? ___Yes ___No	a. If no, on what basis were personnel chosen? ___ testing ___ availability ___ professional background ___ political influence ___ other (explain)	a. Is there continual assessment of individual capabilities for assigned positions? ___Yes ___No	a. Do program personnel capably fulfill assigned positions? ___Yes ___No

C-2 STANDARD: Personnel (continued)

C. Personnel should be thoroughly familiar with their individual responsibilities and their relationships to the overall project.

Self-rating Score_____

C	I	P	O
a. Are personnel thoroughly familiar with their individual responsibilities in the overall program? ___Yes ___No	a. If no, does an organizational table (order of positions) exist? ___Yes ___No If yes, how were personnel informed? ___ posted scheme of organizational positions ___ staff meetings ___ other	a. Is there an assessment of personnel in terms of an awareness of their jobs in relation to the overall project? ___Yes ___No	a. Does the project reflect the familiarity of personnel with their individual responsibilities in relation to the overall project? ___Yes ___No

C-3 STANDARD: Facilities

Sufficient, adequate and appropriate facilities for the proper and efficient operation of the program should be provided and maintained in such a manner as to be available and useable at all times while the project is in operation.

Self-rating Score_____

C	I	P	O
a. Were suitable basic facilities to fit the needs of the project immediately available? ___Yes ___No	a.(1) Was it necessary to renovate and adapt the facilities to the project program? ___Yes ___No	a.(1) Was the selection of facilities arrived at by cooperative agreement of the project's planners? ___Yes ___No	a.(1) Did the basic facilities effectively provide for the program's objectives? ___Yes ___No
	a.(2) Was the program adapted to meet the facilities? ___Yes ___No	a.(2) If no, who was responsible for the selection of facilities? (Give title or position)	a.(2) If no, did it reflect on original planning? ___Yes ___No
		a.(3) Were the facilities established on a year-round permanent basis with full time staffing? ___Yes ___No	a.(3) Were any major changes required in the project's facilities? ___Yes ___No
		a.(4) If no, were the facilities rented or leased on a temporary basis, to be used as required? ___Yes ___No	a.(4) If yes, what changes were required and why?
		a.(5) Were program facilities established for resident, day use, or both types of programs? ___ resident ___ day ___ both	

C-3 STANDARD: Facilities (continued)

C	I	P	O
. Was it necessary or advisable to secure facilities outside the boundaries of the LEA? __Yes __No	b.(1) If yes, was the selection of "distant" facilities based on providing better programs at a lower per unit cost? __Yes __No b.(2) Was the selection of "distant facilities a temporary expedient? __Yes __No	b. What criteria were employed to select the facilities outside the boundaries of the LEA?	b. Were the "distant" facilities adequate for the program of the project? __Yes __No

C-4 STANDARD: Materials and Equipment

Appropriate materials and equipment for the proper and efficient operation of the project should be provided and maintained in such a manner as to be available in sufficient quantity and useable condition at all times while the project is in operation.

Self-rating Score_____

C	I	P	O
a. Was provision made to have adequate materials and supplies? ___Yes ___No	a.(1) Did the budget provide for necessary materials and supplies? ___Yes ___No	a.(1) Were supplies purchased through regular school purchase channels? ___Yes ___No	a. Was the purchase procedure used a satisfactory one? For supplies ___Yes ___No For equipment ___Yes ___No
	a.(2) Were supplementary funds required to provide materials and equipment? ___Yes ___No	a.(2) Was the standard procedure for purchasing equipment through school purchase channels used? ___Yes ___No	
		a.(3) What problems were presented by purchasing equipment through school purchase channels? (List)	
b. Was provision made for maintaining equipment? ___Yes ___No	b.(1) Were funds available for equipment maintenance? ___Yes ___No	b. What problems were presented in maintaining equipment? (List)	b. Were you satisfied with maintenance procedures and results? ___Yes ___No If no, explain why not.
	b.(2) Who was responsible for maintenance of equipment?		

C-5 STANDARD: Budget

A. *A clearly defined budget should be prepared, utilizing acceptable account which takes into consideration all areas of income and expenditure.*

Self-rating Score_____

C	I	P	O
a. Did the project proposal contain a clearly defined budget? ___Yes ___No	a.(1) Was the original budget approved and put into operation? ___Yes ___No a.(2) If no, was it modified? ___Yes ___No a.(3) Were additional funds provided? ___Yes ___No By whom? (Identify)	a.(1) Was the budget workable? ___Yes ___No a.(2) Was the USOE financial accounting system (OE 22017) adopted? ___Yes ___No a.(3) If not, what variables presented themselves which resulted in modifications? (List) a.(4) Was the revised budget workable? ___Yes ___No	a.(1) Did you achieve the project objectives within the original or revised budget? ___Yes ___No a.(2) If no, did you modify the program? ___Yes ___No a.(3) If no, were additional funds, facilities, or services obtained from other sources? ___Yes ___No By whom? (Identify)

C-5 STANDARD: Budget (continued)

B. The budget should be managed in accord with all rules and regulations of the school district.

Self-rating Score_____

C	I	P	O
a.(1) Are clear budget records kept (district and project)? ___Yes ___No	a.(1) Are budget records kept accurately and up-to-date? ___Yes ___No	a.(1) Was record-keeping achieved without undue friction? ___Yes ___No	a.(1) Did control of fund accounts and expenditures reflect sound budget planning? ___Yes ___No
a.(2) Are the budget records maintained by an LEA fiscal officer? ___Yes ___No	a.(2) If no, how did you (or will you) rectify this? (Explain)	a.(2) List reasons why budget records were not kept current.	a.(2) If no, what changes were required? (List)
a.(3) Are the budget records maintained by a special project fiscal officer? ___Yes ___No			
b. Was an audit planned for the project? ___Yes ___No	b.(1) Were funds provided for auditing financial records? ___Yes ___No	b. Was an audit made? ___Yes ___No	b.(1) Did an audit indicate a need for budget revision? ___Yes ___No
	b.(2) If funds were not provided, how did you finance an audit? (Explain)		b.(2) If yes, list those revisions.

C-6 STANDARD: Student Participation

Student participation in the physical operation of the facilities should be set with specific duties and responsibilities assigned for each student.

Self-rating Score_____

C	I	P	O
a. Did the project proposal contain a detailed plan describing specific duties and responsibilities assigned to students? ___Yes ___No	a.(1) Was the plan implemented? ___Yes ___No a.(2) Was the original plan modified? ___Yes ___No	a.(1) Was the original plan workable? ___Yes ___No a.(2) Was the modified plan workable? ___Yes ___No a.(3) If no, to either a.(1) or a.(2), list factors which caused the plan to be unworkable.	a.(1) In the original or modified plan did the student willingly participate in the assigned duties? ___Yes ___No a.(2) List duties and responsibilities assigned to students. a.(3) Was an adult leader involved in assigning the duties and following them through to completion? ___Yes ___No a.(4) How well was this plan implemented into the program? _____ very well _____ moderately well _____ not well

C-7 STANDARD: Scheduling

An efficient method of scheduling staff and students for facilities and equipment should be employed in order to obtain maximum effective utilization of these resources.

Self-rating Score_____

C	I	P	O
a. Did the project proposal contain an efficient method for scheduling project personnel and students, for use of available facilities and equipment? ___Yes ___No	a.(1) Was the original method for scheduling implemented? ___Yes ___No	a.(1) Is scheduling for use of facilities and equipment completed well in advance? ___Yes ___No	a.(1) By employing the original schedule, was maximum utilization of staff, student, and facility resources achieved? ___Yes ___No
	a.(2) Was the original method for scheduling modified? ___Yes ___No	a.(2) How far in advance is the scheduling completed? 3 to 6 weeks ____ 4 months ____ Other ____	a.(2) By employing a modified schedule was maximum utilization of student, staff and facility resources achieved? ___Yes ___No
			a.(3) What criteria did you employ to assure the utilization of these resources? (List or attach data)

C-8 STANDARD: Dissemination

A. Pertinent data and information compiled as a result of the project should be properly cataloged, interpreted in a meaningful manner, and distributed to interested and concerned parties.

Self-rating Score_____

C	I	P	O
a.(1) Was a system established for cataloging, interpreting and distributing information developed in the project? ___Yes ___No	a. Who implemented the system? (Give title or position)	a.(1) Was the original system workable? ___Yes ___No	a.(1) Did the ____original, ____modified, system enable you to meet the objectives for dissemination of information? ___Yes ___No
a.(2) Was the system: ___ In operation at the inception of the project? ___ During first 6 months of operation? ___ After 6 months of operation?		a.(2) If this modification occurred, list factors which caused the system to be modified.	a.(2) What are the criteria for judging that dissemination of information was successful? (List or attach data)
		a.(3) Was the modified system workable? ___Yes ___No	
b. If a dissemination plan was not established, check here ____	b. Who decided that dissemination should not be implemented? (Give title or position)	b. What factors prevented implementation?	b. What have been the effects of not having a dissemination system implemented?

C-8 STANDARD: Dissemination (continued)

- *B. Any materials prepared for dissemination should be aimed at the level of the proposed recipients.*

Self-rating Score_____

C	I	P	O
a. In the preparation of materials for dissemination, was the audience level kept in mind? ___Yes ___No	a. Who determined the audience level? Project director ____ Project staff ____ Other ____	a. How was the audience level determined? (List criteria below)	a. Were the desired interpretations by the audience realized? ___Yes ___No (List criteria below)

C-8 STANDARD: Dissemination (continued)

C. Dissemination of information should not be limited to one of two methods, but should rather include various methods and techniques for reaching the respective audience.

Self-rating Score_____

C	I	P	O
a. Was a plan incorporating a variety of methods for dissemination prepared? ___Yes ___No	a. List the methods used for dissemination.	a.(1) Were the original methods adequate and workable? ___Yes ___No a.(2) What factors affected the operation of the original plan? (List) a.(3) Were any changes made? (List) b.(1) Was a revised method of dissemination developed? ___Yes ___No b.(2) Was the revised method of dissemination workable? ___Yes ___No	a.(1) Were the project's objectives for dissemination of materials achieved? ___Yes ___No a.(2) What is the basis for this judgment? (Attach supporting data or list criteria) a.(3) What factors prevented success? (List) b.(1) Was the revised plan successful? ___Yes ___No If no, what factors prevented success? (List below)

C-9 STANDARD: Records Maintenance

An efficient system for maintaining any and all records must be devised in order to insure a clear and complete record of all activities and functions, and provide continuity despite possible staff changes.

Self-rating Score_____

C	I	P	O
a.(1) Was an efficient system for ___Yes ___No	a.(1) Were the records kept up-to-date? ___Yes ___No	a.(1) Was the system put into practice? ___Yes ___No	a.(1) A complete record of all activities and functions throughout the project afforded continuity to the project? ___Yes ___No
a.(2) If no, was a system planned later? ___Yes ___No	a.(2) Was the responsibility for keeping records delegated to: _____ office personnel _____ professional personnel _____ director _____ other (explain)	a.(2) If no, list reasons why the system was not implemented.	a.(2) List the major areas in which records were kept.
a.(3) If yes, _____ immediately _____ short time _____ 6 months or more			a.(3) Who has benefitted most from these records? _____ project personnel _____ LEA personnel _____ funding agency _____ other (explain)

D-1 STANDARD: Fiscal Policies

The effectiveness of fiscal policies must be continuously evaluated, with subsequent adjustments of policy to meet the fiscal needs of the program as they are influenced by changes in the financial structure, and changes in sources and availability of funds.

Self-rating Score_____

C	I	P	O
a. Were fiscal policies developed in the project plan? __Yes __No	a.(1) Was flexibility in fiscal policy provided for? __Yes __No a.(2) If no, indicate reason:	a.(1) Were fiscal policies modified during the project? __Yes __No a.(2) What factors influenced fiscal policy change? a.(3) Was modification within LEA fiscal policy impossible or not feasible? __Yes __No	a.(1) Were desirable fiscal policy changes made? __Yes __No a.(2) Did said changes produce desired results? __Yes __No

D-2 STANDARD: Personnel Evaluation

Program productivity in terms of personnel growth, behavioral changes and success in their respective roles must be continuously observed and correlated with other aspects of the program in order to interpret program effectiveness.

Self-rating Score_____

C	I	P	O
a. Was evaluation of program productivity in terms of personnel growth planned? ___Yes ___No	a.(1) Was an instrument of personnel evaluation developed for project staff? ___Yes ___No a.(2) Was an instrument of personnel evaluation developed for personnel in LEA district(s)? ___Yes ___No a.(3) Were personnel involved in developing such an instrument? ___Yes ___No a.(4) Who was responsible for determining personnel growth and development? _____Director _____External consultants _____Associate director _____Entire staff _____Others	a.(1) Was such an instrument utilized in the program? ___Yes ___No a.(2) Were personnel involved in utilizing such an instrument? ___Yes ___No a.(3) What procedures were utilized to establish baseline data? _____Check list _____Interview _____Standardized instrument _____Observation _____Staff discussions _____Other	a.(1) Did personnel show growth during the project activity? ___Yes ___No a.(2) If not, what remedial steps were taken? (Explain briefly)

D-3 (a-1) STANDARD: Personnel Growths and Attitudes -- Project Personnel

Project personnel should demonstrate an acceptability to a change in attitudes.

Self-rating Score_____

C	I	P	O
a. Were attitude changes anticipated in the operation of the project? __Yes __No	a. Who selected the attitudes for project personnel? (Give title or position)	a.(1) Were desired attitudes presented to the project personnel through: ____Discussion ____Administrative policy ____Others	a.(1) Did project personnel willingly accept or develop desired attitudes? __Yes __No
		a.(2) Was there an evaluation of the change in attitudes of the project personnel? __Yes __No	a.(2) If yes, what was the result of this evaluation?
		a.(3) Was there feedback relating to change in attitudes? __Yes __No	a.(3) If yes, in what form was this feedback gained? ____Discussion ____Written evaluation ____Other

D-3 (a-2) STANDARD: Personnel Growths and Attitudes -- Local Education Agency(ies)

LEA personnel should demonstrate an acceptability to a change in attitudes.

Self-rating Score_____

C	I	P	O
a. Were attitude changes anticipated in the operation of the project? ___Yes ___No	a. Who selected the attitudes for LEA personnel? (Give title or position)	a.(1) Were desired attitudes presented to the LEA through: _____Discussion _____Administrative policy _____Other a.(2) Was there an evaluation of the change in attitudes of the LEA personnel? ___Yes ___No	a.(1) Did LEA personnel willingly accept or develop desired attitudes? ___Yes ___No a.(2) If yes, what was the result of this evaluation? (Explain briefly)
	b. Were desired attitudes assimilated by the LEA personnel? ___Yes ___No	a.(3) Was there feedback relating to change in attidues? ___Yes ___No	a.(3) If yes, in what form was this feedback gained? _____Discussion _____Written evaluation _____Other

D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel)

Project personnel should demonstrate effectiveness in the utilization of an increased number of teaching skills in the outdoor setting.

Self-rating Score_____

C	I	P	O
a. Do project personnel use out-of-class references and direct experiences more frequently as a basis for learning? ___Yes ___No	a. Are project personnel trained to utilize the outdoors for direct learning experiences for children? ___Yes ___No	a. Are opportunities provided for direct experiences in the curriculum? ___Yes ___No	a.(1) Do project personnel use concrete examples of the natural environment to introduce abstract concepts or generalizations? ___Yes ___No ___N/A a.(2) Do project personnel plan outdoor experiences for their classes? ___Yes ___No ___N/A a.(3) Do project personnel assign direct environmental study as approved for vicarious study (e.g., text reading)? ___Yes ___No ___N/A a.(4) Others

D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel) [continued]

C	I	P	O
b. Do project personnel learn to share the decision-making process with their students? __Yes __No	b. Are project personnel trained and encouraged to share the decision-making process? __Yes __No	b. Are student decisions encouraged and supported by the project administration? __Yes __No	b.(1) Do project personnel encourage students to make pre-experience decisions concerning their own learning experiences? __Yes __No __N/A b.(2) Do project personnel encourage students to make decisions concerning their actual experiences? __Yes __No __N/A b.(3) Do project personnel encourage self-evaluation of learning experiences, after the experiences have been encountered? __Yes __No __N/A

D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel) [continued]

C	I	P	O
c. Do project personnel adopt improved techniques for encouraging learning? ___Yes ___No	c. Is innovation by project personnel encouraged? ___Yes ___No	c. How is innovation by personnel encouraged or nurtured? ____Recognition ____Salary increase Released time to develop or test proposed ____techniques ____Other ____N/A	c.(1) Do project personnel use the skills learned in the outdoor environment in the classroom as well? ___Yes ___No ___N/A c.(2) Do project personnel use audio-visual aids appropriate for environmental education more effectively? ___Yes ___No ___N/A c.(3) Do project personnel use techniques which require maximum student involvement in the classroom, such as: discovery, problem solving, small groups, independent study? ___Yes ___No ___N/A If yes, encircle appropriate item. c.(4) Others

D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel) [continued]

C	I	P	O
d. Do project personnel gain a better insight concerning the student-teacher relationships? __Yes __No	d. Are status and recognition provided for teachers developing this skill? __Yes __No	d. Is special training in human relations, such as sensitivity training or some equivalent, provided or encouraged in the LEA(s)? __Yes __No	d.(1) Do project personnel become more aware of the individual needs of children? __Yes __No __N/A d.(2) Do project personnel become more aware of children's relationship to their classmates? __Yes __No __N/A d.(3) Do project personnel make gains in their own knowledge of the teaching-learning process? __Yes __No __N/A d.(4) Are project personnel more perceptive of the real values held by children or adults (perceive hidden agenda of their clientele)? __Yes __No __N/A d.(5) Do project personnel increase in their ability to communicate with children? __Yes __No __N/A

D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel) [continued]

C	I	P	O
			d.(6) Do project personnel increase in their ability to listen to children? __Yes __No __N/A d.(7) Others

D-3 (b-2) STANDARD: Personnel Growth -- Skills (LEA Personnel)

LEA personnel should demonstrate effectiveness in the utilization of and increased number of teaching skills in the outdoor setting.

Self-rating Score_____

C	I	P	O
a. Do LEA personnel use out-of-class references and direct experiences more frequently as a basis for learning? ___Yes ___No	a. Are LEA personnel trained to utilize the outdoors for direct learning experience for children? ___Yes ___No	a. Are opportunities provided for direct experiences in the curriculum? ___Yes ___No	a.(1) Do LEA personnel illustrate abstract learning concepts in the classroom with concrete examples from the natural environmental? ___Yes ___No ___N/A a.(2) Do LEA personnel use concrete examples of the natural environment to introduce abstract concepts or generalizations? ___Yes ___No ___N/A a.(3) Do LEA personnel plan outdoor experiences for their classes? ___Yes ___No ___N/A a.(4) Do LEA personnel assign direct environmental study as approved to vicarious study, e.g., text reading? ___Yes ___No ___N/A a.(5) Others

D-3 (b-2) STANDARD: Personnel Growth -- Skills (LEA Personnel) [continued]

C	I	P	O
b. Do LEA personnel learn to share the decision-making process with their students? __Yes __No	b. Are LEA personnel trained and encouraged to share the decision-making process? __Yes __No	b. Are student decisions encouraged and supported by the LEA administration? __Yes __No	b.(1) Do LEA personnel encourage students to make pre-experience decisions concerning their own learning experiences? __Yes __No __N/A b.(2) Do LEA personnel encourage students to make decisions concerning their actual learning experiences? __Yes __No __N/A b.(3) Do LEA personnel encourage self-evaluation of learning experiences, after the experiences have been encountered? __Yes __No __N/A b.(4) Others

C	I	P	O
c. Do LEA personnel adopt improved techniques for encouraging learning? ___Yes ___No	c. Is innovation by LEA personnel encouraged? ___Yes ___No	c. How is innovation by personnel encouraged or nurtured? ___Recognition ___Salary increase ___Released time to develop or test proposed techniques ___Other ___N/A	c.(1) Do LEA personnel use the skills learned in the outdoor environment in the classrooms as well? ___Yes ___No ___N/A c.(2) Do LEA personnel use audio-visual aids appropriate for environmental education more effectively? ___Yes ___No ___N/A c.(3) Do LEA personnel use techniques which require maximum student involvement in the classroom such as: discovery, problem solving, small groups, independent study? ___Yes ___No ___N/A (If yes, encircle appropriate items) c.(4) Others

D-3 (b-2) STANDARD: Personnel Growth — Skills (LEA Personnel) [continued]

C	I	P	O
d. Do LEA personnel gain a better insight concerning the student-teacher and student-student relationships? __Yes __No	d. Are status and recognition provided for LEA personnel developing this skill? __Yes __No	d. Is special training in human relations, such as sensitivity training or some equivalent, provided or encouraged in LEA(s)? __Yes __No	d.(1) Do LEA personnel become more aware of the individual needs of students? __Yes __No __N/A d.(2) Do LEA personnel become more aware of student's relationship to their classmates? __Yes __No __N/A d.(3) Do LEA personnel make gains in their own knowledge of the teaching-learning process? __Yes __No __N/A d.(4) Are LEA personnel more perceptive of the real values held by children or adults (perceive hidden agenda of their clientele)? __Yes __No __N/A d.(5) Do LEA personnel increase in their ability to communicate with students? __Yes __No __N/A d.(6) Do LEA personnel increase in their ability to listen to students? __Yes __No __N/A d.(7) Others

D-3 (c-1) STANDARD: Success in Role -- Project Personnel

Project personnel should become increasingly aware of the roles they play in an environmental education program.

Self-rating Score_____

C	I	P	O
a. Are project personnel informed about the variety of roles, i.e., teachers, public relations officer, guidance, subject specialist required of them? ___Yes ___No	a. Is a plan provided to assess the changing role of project personnel on a continuing basis? ___Yes ___No	a. What method(s) are used for creating an awareness of role? _____Staff meetings _____Memos _____Periodic reports _____Project staff evaluation _____Other	a.(1) Are project personnel able to adjust to the variety of roles? ___Yes ___No ___N/A a.(2) What evidence is there that success was achieved?

D-3 (c-2) STANDARD: Success in Role -- LEA Personnel

LEA personnel should become increasingly aware of the roles they play in an environmental education program.

Self-rating Score_____

C	I	P	O
a. Are LEA personnel informed about the variety of roles, i.e., teacher, public relations officer, guidance, subject specialist required of them? __Yes __No	a. Is a plan provided to assess the changing role of LEA personnel on a continuing basis? __Yes __No	a. What method(s) are used for creating an awareness of role? _____Staff Meetings _____Memos _____Periodic reports _____Project staff evaluation _____Other	a.(1) Are LEA personnel able to adjust to the variety of roles? __Yes __No __N/A a.(2) What evidence is there that success was achieved?

D-4 (a) STANDARD: Student Changes in Attitudes

An effective program will produce visible behavioral changes in the students participating.

Self-rating Score_____

C	I	P	O
a. Is student attitudinal change an important objective of the project? ___Yes ___No	a. Do the project personnel and LEA personnel give high priority to the selection of attitudes? ___Yes ___No	a. Are desired attitudes presented to the student through: _____Discussion? _____Learning situations? _____Social interaction? _____Other?	a. Did students develop desired attitudes? ___Yes ___No
b. For example, did the project select the following behavioral view of a desirable attitudinal change? "Students gain in ability to communicate with their teachers." ___Yes ___No	b. If yes, who were involved in attempting to influence behavior expressive of this attitude? _____Project staff _____LEA staff _____Other	b. What activities were employed to evoke these modified behaviors?	b.(1) If yes, did students: Listen quietly and attentively? ___Yes ___No ___N/A b.(2) Answer questions or react to discussion? ___Yes ___No ___N/A b.(3) Ask questions voluntarily? ___Yes ___No ___N/A b.(4) Suggest alternative procedures? ___Yes ___No ___N/A b.(5) Converse with adult leaders? ___Yes ___No ___N/A b.(6) Confide in adult leaders? ___Yes ___No ___N/A b.(7) Others?

D-4 (a) STANDARD: Student Changes in Attitudes (continued)

C	I	P	O
c. Did the project select the following behavioral view of a desirable attitudinal change? "Students have permanently changed behaviors with their classmates indicating an increased liking or 'understanding' of them." ___Yes ___No	c. Who were involved in attempting to influence behavior expressive of this attitude? _____Project staff _____LEA staff _____Other	c. What activities were employed to evoke this attitude?	c.(1) Did the evaluation indicate that: The students associate with a larger percentage of their classmates? ___Yes ___No ___N/A c.(2) An increased number of stars on central clustering found on a Pre-Post Sociogram? ___Yes ___No ___N/A c.(3) Classroom behavior shows an increased acceptance of "fringe" students? ___Yes ___No ___N/A c.(4) New or peripheral students become more "absorbed" rapidly? ___Yes ___No ___N/A c.(5) Students like school better? ___Yes ___No ___N/A c.(6) Others?

D-4 (a) STANDARD: Student Changes in Attitudes (continued)

C	I	P	O
d. For example, did the project select the following behavioral view of a desirable attitudinal change? "Students increase their concern for the welfare of others." ___Yes ___No	d. Who were involved in attempting to influence behavior expressive of this attitude? ____Project staff ____LEA staff ____Other	d. What activities were employed to evoke these modified behaviors?	d.(1) Were students: Sympathetic with behavior of others? ___Yes ___No ___N/A d.(2) Sympathetic with physical needs of others? ___Yes ___No ___N/A d.(3) Sympathetic with social behavior related to religious requirements of others? ___Yes ___No ___N/A d.(4) Willing to reduce the number of stereotypic notions of their peers with respect to ethnic, nationality, and social-economic grouping? ___Yes ___No ___N/A d.(5) Others?

D-4 (a) STANDARD: Student Changes in Attitudes (continued)

C	I	P	O
e. Were other attitudinal goals selected? ___Yes ___No If yes, please evaluate in a similar fashion.	e. If yes, please respond as in d. above.	e. If yes, please respond as in d. above.	e. If yes, please develop behavioral statements as in d. above.

D-4 (b) STANDARD: Student Changes in Attitudes

Students participating in the project should show evidence of change and growth in attitudes through modifications in observable behavior.

Self-rating Score_____

C	I	P	O
a. Do students gain in appreciation of the relation of natural resources to man's welfare? __Yes __No	a. Do teachers and administrators accord these attitudes high priority? __Yes __No	a. Are outdoor and indoor experiences utilized? __Yes __No	a.(1) Can students orally express their feeling towards conservation practices? __Yes __No __N/A a.(2) Do students overtly show their concern to preserve resources for man's survival? __Yes __No __N/A a.(3) Do students show interest in conservation projects? __Yes __No __N/A a.(4) Do students' collections show more items from their natural environment? __Yes __No __N/A a.(5) Are students cognizant of man's interdependence with his environment? __Yes __No __N/A a.(6) Do students use conservation practices and ideas as a means of achieving group status and teacher approval? __Yes __No __N/A a.(7) Others?

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D-4 (b) STANDARD: Student Changes in Attitudes (continued)

C	I	P	O
b. Do students broaden or expand their resource use ethic? __Yes __No	b. Do teachers and administrators accord these attitudes high priority? __Yes __No	b. Are outdoor and indoor experiences utilized? __Yes __No	b.(1) Do students show concern for the preservation or maintenance of organisms in their environment? __Yes __No __N/A b.(2) Do students show concern for the conservation and management of natural resources? __Yes __No __N/A b.(3) Do students express an abhorance of waste and demonstrate this in classroom or other school group visitation? __Yes __No __N/A b.(4) Is actual waste of classroom materials decreased? __Yes __No __N/A b.(5) Is greater interest shown by students in life processes or or organisms and their food chains through projects, writings, art or music expression, etc.? __Yes __No __N/A b.(6) Others?

D-4 (b) STANDARD: Student Changes in Attitudes (continued)

C	I	P	O
c. Do students develop attitudes or feelings which will influence their use of leisure time or influence their leisure time activities? __Yes __No	c. Do teachers and administrators accord these attitudes high priority? __Yes __No	c. Are outdoor and indoor experiences utilized? __Yes __No	c.(1) Do students express a desire to be out-of-doors? __Yes __No __N/A c.(2) Do students desire physical as well as intellectual types of leisure time activities? __Yes __No __N/A c.(3) Do students indulge in socially oriented activities? __Yes __No __N/A c.(4) Do students develop leisure time activities in the out-doors? __Yes __No __N/A c.(5) Do students demonstrate greater interest in studying ecology? __Yes __No __N/A c. (6) Others?

D-4 (b) STANDARD: Student Changes in Attitudes (continued)

C	I	P	O
d. Do students share experiences with an apparently desirable group of persons whose values may be other than their own? __Yes __No	d. Do teachers and administrators accord these attitudes high priority? __Yes __No	d. Are outdoor and indoor experiences utilized? __Yes __No	d.(1) Do students share experiences outside their immediate peer groups? __Yes __No __N/A d.(2) Are student's peer group lines crossed to form activity groups, play groups, etc.? __Yes __No __N/A d.(3) Do students show increased respect to minority groups? __Yes __No __N/A d.(4) Do students show increased receptivity to ideas and values of groups other than their own? __Yes __No __N/A d.(5) Do students show greater empathy towards others' feelings? __Yes __No __N/A d.(6) Others?

D-4 (b) STANDARD: Student Changes in Attitudes (continued)

C	I	P	O
e. Do students undergo a series of novel experiences (novel with respect to their background)? __Yes __No	e. Do teachers and administrators accord these attitudes high priority? __Yes __No	e. Are outdoor and indoor experiences utilized? __Yes __No	e.(1) Is student's attention increased during experience? __Yes __No __N/A e.(2) Do students actively wish to participate in experience? __Yes __No __N/A e.(3) Do students show excitement with the interaction during the experience? __Yes __No __N/A e.(4) Do students orally express newness at discovery? __Yes __No __N/A e.(5) Do students make references to experience as a common source of reference? __Yes __No __N/A e.(6) Do students' experiences lead to further research study? __Yes __No __N/A

D-4 (b) STANDARD: Student Changes in Attitudes (continued)

C	I	P	O
			e.(7) Do students make statements comparing, contrasting and evaluating this experience with other past experiences? ___Yes ___No ___N/A e.(8) Others?
f. Were other broad behavioral goals selected? ___Yes ___No If so, please evaluate in a similar fashio.	f. Do teachers and administrators accord these attitudes high priority? ___Yes ___No	f. Are outdoor and indoor experiences utilized? ___Yes ___No	f. If yes, please develop behavioral statements as in "e" above.

D-4 (c) STANDARD: Student Changes in Knowledges

Activities and experiences provided by the project will increase knowledge of facts and generalization related to environmental education.

Self-rating Score_____

C	I	P	O
a. Is evidence sought to determine increases in students' knowledge at the level of imitating, duplicating, recognizing, identifying, remembering, recalling and classifying? ___Yes ___No	a. Are activities and learning situations provided in the project designed to produce specific responses to accomplish this level of learning and knowledge? ___Yes ___No	a. Indicate the type of activities used, and the methods involved.	a.(1) Are students able to identify at least 10 species of birds, animals, trees, ferns (or items appropriate to any project program)? ___Yes ___No ___N/A a.(2) List other categories pertinent to your project program. a.(3) Do students display competency in describing or representing relationships of objects or concepts encountered in environmental education, such as: types of rock, land use capability classes, biotic succession, etc? ___Yes ___No ___N/A a.(4) List other relationships germane to your project program.

D-4 (c) STANDARD: Student Changes in Knowledges (continued)

C	I	P	O
			a.(5) How are student competencies appropriate for your project program determined?
b. Is evidence sought to determine whether students gain an understanding of concepts and processes by comparing, relating, discriminating, reformulating, estimating, interpreting, making critical judgments, and drawing inferences? ___Yes ___No	b. Are activities and experiences provided to allow students to attain a learning level which will produce concept formation and an understanding of processes. ___Yes ___No	b. Describe the activities, experiences and methods used:	b.(1) Do students display a knowledge of basic concepts related to the maintenance or modification of their environment or other environments? (For example: food chain, biotic community, water pollution, food supply sources, community resources, etc.) ___Yes ___No ___N/A b.(2) List concepts pertinent to your project program.

C	I	P	O
			b. (3) Are students able to explain several processes related to outdoor learning situations (i.e., soil formation, photosynthesis, seasonal changes, area deterioration, ecological succession, etc.)? ___Yes ___No ___N/A b.(4) List processes pertinent to your project program.
			b.(5) What criteria are employed to test students' competence in providing satisfactory explanations for concepts or processes listed above?

D-4 (c) STANDARD: Student Changes in Knowledges (continued)

C	I	P	O
c. Is evidence sought to determine whether students discover, create, reorganize, formulate new hypotheses, gain new insights, test generalizations by deduction, develop new generalizations by inference or induction, and, in general, can operate on a level of understanding which displays original and productive thinking? ___Yes ___No	c. Are activities and experiences provided which encourage a high level of understanding and accumulation of knowledge resulting in creative decision making? ___Yes ___No	c. Describe the activities, experiences and methods used.	c.(1) Can students deal with abstract concepts and explain them to others? ___Yes ___No ___N/A c.(2) List some abstract concepts germane to your project program. c.(3) What criteria are employed to test students' competency in dealing with concepts in c.(2) above? c.(4) Can students state hypotheses and organize procedures or activities to test the hypotheses? ___Yes ___No ___N/A

D-4 (c) STANDARDS: Student Changes in Knowledges (continued)

C	I	P	O
			c.(5) What criteria are employed to test students' competencies in c.(4) above?
			c.(6) Can students produce original thoughts, poems, writings, drawings, etc., developed from environmental education activities? ___Yes ___No ___N/A
			c.(7) What criteria are employed to determine the significance of student products in c.(6) above?

D-5 STANDARD: Program Effectiveness

The effectiveness of a program can only be determined as an outgrowth of a continual process of program evaluation involving all phases of the program from conception through completion, and providing for continuous feedback and re-evaluation of every step as related to every other step, with sufficient flexibility of structure to allow for changes and modifications of the program as needed to accomplish the accepted goals and objectives more effectively.

Self-rating Score_____

C	I	P	O
a. Was provision made for continual evaluation? ___Yes ___No _____Originally _____During course of project	a. Was an on-going procedure for evaluation designed? ___Yes ___No _____Check list _____Formal instrument _____Observation _____Other	a. Was the procedure modified in use? ___Yes ___No	a. Did said modifications produce the desired changes? ___Yes ___No ___N/A Cite examples of changes derived:
b. Was provision made for continuous feedback? ___Yes ___No	b. What form did feedback assume? _____Written _____Oral _____Both	b. Which method was more effective? ___Written ___Oral ___Both	b. In which ways did feedback effect change?
c. Was there sufficient flexibility in structure for evaluation? ___Yes ___No	c. How was flexibility provided for? _____Administrative decision _____Staff decision _____Other (explain)	c. Was sufficient flexibility provided by: Administrative decision? ___Yes ___No Staff decision? ___Yes ___No Other? ___Yes ___No	c. What changes were arrived at administratively? Through the staff? Other?

D-6 STANDARD: Effect in Local Education Agency(ies)

The relationships between the project and its sponsoring and/or cooperating LEA(s) and its subsequent long-term effects in the LEA(s) must be assessed in order to determine general program effectiveness.

Self-rating Score_____

C	I	P	O
a. Was the program conceived jointly by the sponsoring and cooperating LEA(s)? __Yes __No	a. Was sufficient time provided for planning? __Yes __No	a.(1) Is the program following the design? __Yes __No	a. Is the program meeting the objectives as originally conceived? __Yes __No __N/A
		a.(2) Has cooperation continued successfully? __Yes __No	
b. Were policies initially established to govern the relationship of the sponsoring LEA(s) and/or cooperating LEA(s)? __Yes __No	b.(1) Were these policies designed jointly? __Yes __No	b.(1) Are these policies adhered to? __Yes __No	b. How have the policies helped in the carry out of the program?
	b.(2) Were these policies agreed upon jointly? __Yes __No	b.(2) How are the policies enforced?	
c. Were provisions made to evaluate and modify relationships and policies? __Yes __No	c. Was an instrument designed for this evaluation? __Yes __No	c.(1) Was the instrument used? __Yes __No	c. In what ways did the instrument effectively modify relationships and policies?
		c.(2) By whom?	

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